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ABSTRACT

The work-study guide is the third volume in the advanced level of a career education curriculum for elementary-secondary migrant children. Complementing the secondary level job information text and a workbook about decision making and self-awareness, the work-study guide is designed to accompany work exploration and experience programs. It contains three sections to be used independently. The first involves interviewing workers to obtain information about their jobs or careers. The second is a "shadowing" guide that leads students through a worker shadowing (observing) experience. The third is a guide to a work experience program. Through the work-study guide, students learn where and how to acquire job information and how to organize their self-knowledge and job knowledge to make effective decisions. The volume contains curriculum evaluation pages. (SB)

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Mission Information

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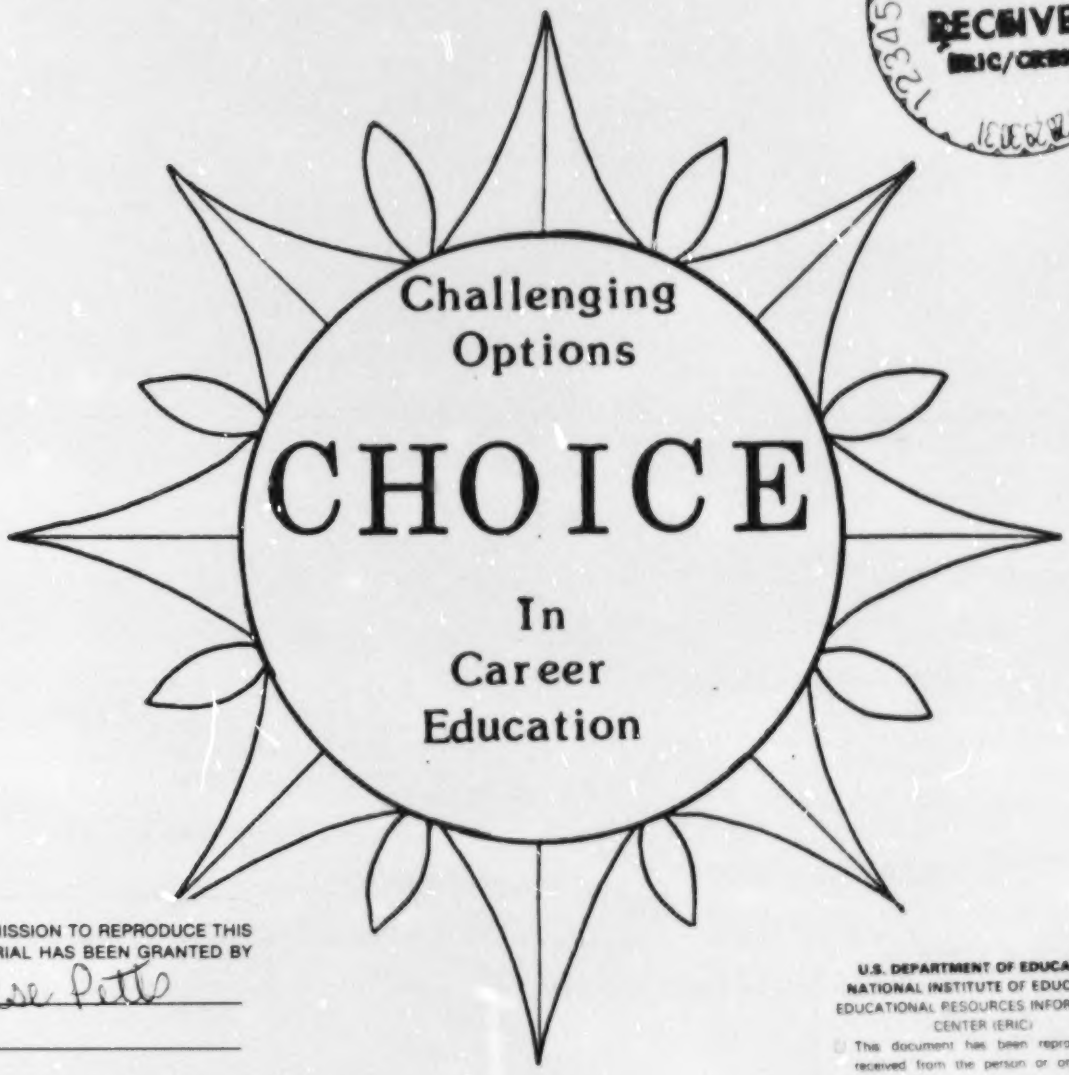

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work site interview
Shadow community workers
work experience program
[1983]

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CHOICE curriculum materials were developed at Mid-Hudson Migrant Education Center and jointly funded through Career Education Incentive Act, CETA, and Title I in cooperation with Ulster County BOCES and Mid-Hudson Migrant Education Center, New Paltz, New York.

GR-28-84-0023

CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561. Telephone 914-257 2185.

CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is OCCUPATIONAL RESOURCES. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters; written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. OCCUPATIONAL RESOURCES has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is CAREER NOTES. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in CAREER NOTES are described in the Overview booklet.

The third text of the Advanced materials is MISSION INFORMATION. MISSION INFORMATION is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

INSTRUCTORS' GUIDE

We designed the workbook so that students can be given a few pages at a time--preferably only as much as they can successfully complete in one instructional session. We suggest that, wherever practical, students promptly return completed pages to the instructor. When students finish the course of instruction, they should be given the entire, completed workbook in a loose-leaf binder.

We hope that using our workbook according to students' and instructors' needs will motivate students and promote growth in career education skills.

Curriculum Staff

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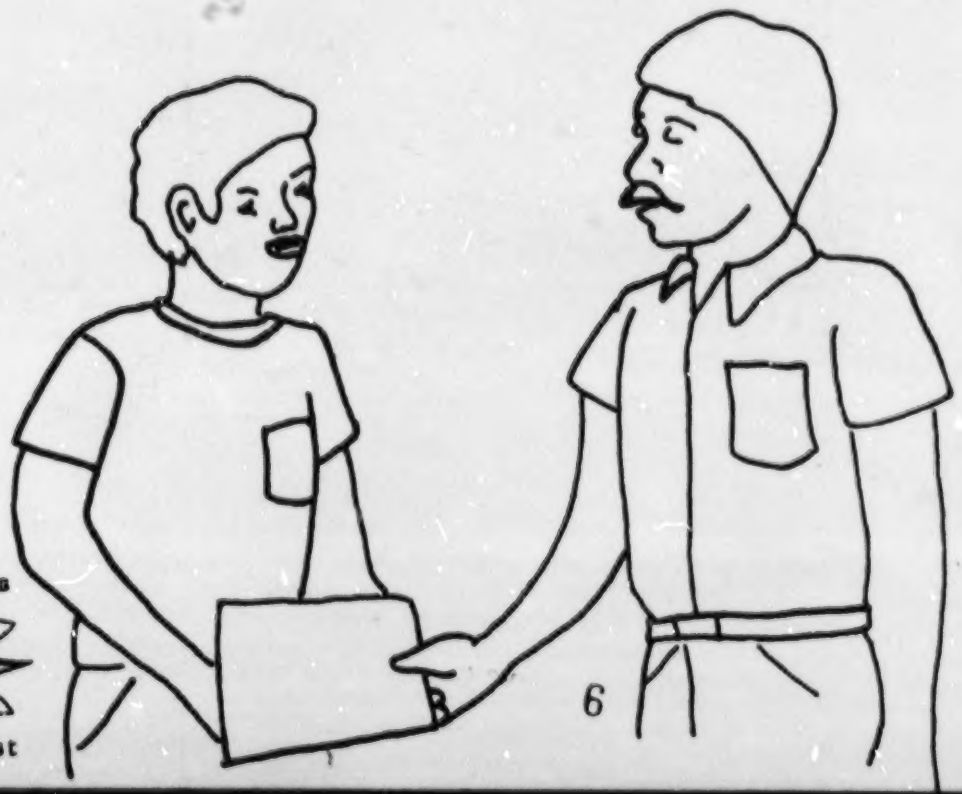

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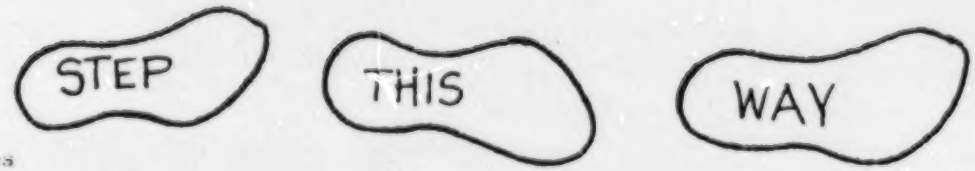
Mission Information:

WORK SITE INTERVIEW
SHADOWING COMMUNITY WORKERS
WORK EXPERIENCE PROGRAM



Mission Information will help you learn about occupations by visiting work sites in your community. Your "mission" is to gather and record information about occupations that interest you. This workbook includes guides for three ways of learning about jobs: interviewing community workers, shadowing community workers, and getting work experience at work sites in your community. Good luck!

MISSION INFORMATION

Visit work sites in your community to learn about occupations.

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MISSION #1: WORK SITE INTERVIEW	Unit Page
Introduction	I-1
Instructions for step #1: a) Read sample Resource Inquiry. b) Use resources to learn about an occupation. c) Fill out your own Resource Inquiry.	I-2
Instructions for step #2: a) Read sample Interview Inquiry. b) Interview a worker about on-the-job tasks, tools, training, work conditions, etc. c) Fill out your own Interview Inquiry.	I-7
Instructions for step #3: a) Read sample Reaction Report b) Fill out your own Reaction Report based on your interview experience.	I-12
Instructions for step #4: a) Read sample Fact Report. b) Choose a format and write your own Fact Report to show what you learned from the Work Site Interview.	I-15

MISSION #2: SHADOWING COMMUNITY WORKERS	Unit Page
Introduction	S-1
Instructions for step #1: a) Read sample Shadow Reports in Occupational Resources if available. b) Read sample Resource Inquiry. c) Use resources to learn about the occupation you'll shadow. d) Fill out your own Resource Inquiry.	S-2
Instructions for step #2: a) Read sample Shadow Inquiry. b) Shadow a worker at a community work site. c) Fill out your own Shadow Inquiry.	S-7

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TABLE OF CONTENTS continued

Instructions for step #3: S-12
a) Read sample Reaction Report.
b) Fill out your own Reaction Report based on your shadowing experience.

Instructions for step #4: S-15
a) Read sample Fact Report.
b) Choose a format and write your own Fact Report to show what you learned from Shadowing a Community Worker.

MISSION #3: WORK EXPERIENCE PROGRAM Unit Page

Introduction E-2

Instructions for step #1: E-3
Draw up and sign a Work Contract and a Goal Sheet with your teacher and employer.

Instructions for step #2: E-6
Fill out a Work Report at the end of each week to describe your progress and reactions to your work experience.

Instructions for step #3: E-8
a) Read sample Worker's Summary Report.
b) Fill out your own Worker's Summary Report based on your experience in the Work Experience Program.
c) Discuss your Worker's Summary Report and the Employer's Evaluation of your work with your teacher and employer.

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Mission #1

WORK SITE INTERVIEW

You will be going to various work sites to interview workers whose jobs interest you. At each work site, you'll find out about the worker's:

1. On-the-job skills and tasks.
2. Tools and equipment.
3. Training places.
4. Working conditions.
5. Chances for advancement.
6. Average working hours.
7. Average salary.
8. On-the-job use of reading and math skills.
9. Job demand.

WORK SITE INTERVIEW

Step 1

RESOURCE INQUIRY

Prepare yourself before going on an interview. Use reading resources (books, pamphlets, and magazines) to get information about each occupation. Reading about a job before you visit the work site will help you enjoy and learn the most from your interview.

First, look at the sample Resource Inquiry on the next page. Then, use your reading resources to help you fill out your own Resource Inquiry. This will be a record of what you find out before you meet the worker. Be sure to read over your Resource Inquiry before going on your interview assignment.

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1.

Sample

RESOURCE INQUIRY

1.

DIRECTIONS: The Resource Inquiry is two pages long. The topics you'll be researching are listed on these pages. Name all the reading resources you use, and fill out this form with the information you find.

Occupation: Ecologist

Reading Resources:

	Page Numbers
Encyclopedia of Careers	166-168
Occupational Outlook Handbook	351-355

Average Hours Worked: 9-5 five days a week. Night & weekend work sometimes required.

On-The-Job Tasks Performed:

Surveys areas under study.
Writes reports called "Environmental Impact Studies".

Work Places:

Commercial sites: shopping centers, factories, generating plants, etc.
Outdoor sites: forests, streams, marshes, etc.

Training Places And One Skill Learned At Each Place:

High School	Knowledge of general science
College	Drafting, ecology, botany, geology, etc.
Graduate School	Field studies and writing environmental impact studies

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Sample

RESOURCE INQUIRY

p. 2

Tools and Equipment And One Use For Each:

Camera	Takes pictures of changing environment
Surveying tools: transit	Instrument for measuring horizontal angles
Increment corer	Instrument that tells tree's age

Average Salary:

$10,000 $17,000 yearly (depending on education and experience)

Chances For Advancement:

Advancement often corresponds with amount of education and experience

Jobs include: industrial ecologist, researcher, or professor

On-The-Job Use Of Reading And Math Skills:

Reading: For keeping up to date with research, advanced textbooks, and newest laws

Math: Important in making surveys, preparing and reading graphs, and making statistical studies

Job Demand:

Jobs are available, particularly in industry, for those who meet educational requirements.

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RESOURCE INQUIRY

DIRECTIONS: The Resource Inquiry is two pages long. The topics you'll be researching are listed on these pages. Name all the reading resources you use, and fill out this form with the information you find.

Occupation: _____

Reading Resources:	Page Numbers
_____	_____
_____	_____
_____	_____

Average Hours Worked: _____

On-The-Job Tasks Performed:

_____

_____

_____

Work Places:

_____

_____

_____

Training Places And One Skill Learned At Each Place:

_____	_____
_____	_____
_____	_____

RESOURCE INQUIRY

Tools And Equipment And One Use For Each:

_____ _____

_____ _____

_____ _____

_____ _____

Average Salary:

_____

Chances For Advancement:

_____

_____

_____

On-The-Job Use Of Reading And Math Skills:

Reading: _____

_____

Math: _____

_____

Job Demand:

_____

_____

_____

WORK SITE INTERVIEW

Step 2

INTERVIEW INQUIRY

You will be visiting a work site in your community in order to interview a worker about an occupation which you've researched by reading. You may want to prepare for your interview by practicing with a classmate. If you do this, use the Interview Inquiry sheet as a source of questions.

Read your Resource Inquiry carefully before you go to the work site for your interview. Take your Resource Inquiry and your Interview Inquiry with you to the work site. During the interview, refer to what you've learned by reading. Find out if the information you've researched is accurate.

Fill out the Interview Inquiry during the interview, or tape record the interview and fill out the Inquiry later.

The sample Interview Inquiry on the next page may answer any questions you might have. Good luck, and have a good time!

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2.

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Sample

2.

INTERVIEW INQUIRY

DIRECTIONS: The questions you ask during your interview assignment will be identical to those you researched for the Resource Inquiry. But some of the information you gather during the interview may differ from what you've read. After reading about and listening to someone talk about an occupation, you should have a clear, accurate picture of the type of work you've chosen to learn about. Fill in the spaces below during or directly following your interview.

Name of Worker: Elsa Brower

Occupation: Ecologist Interview Date: Nov. 9, 1980

Work Site Address: Newton Conservation Commission
12 Eldridge Avenue, Newton, Nebraska

Average Hours Worked: 8-4:30 5days/week, sometimes week-ends

On-The-Job Tasks Performed:

Reading maps, Writing reports, Researching,
Taking hikes to survey land,
Identifing plant and animal life and mineral deposits

Work Site Description:

In the field - at areas under study
Laboratory and office - to conduct experiments & record findings
Public and private libraries - to do research

Training Places And One Skill Learned At Each Place:

College	Laboratory experience
Graduate School	Writing reports
On-the-job	Learning to use specialized equipment.

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Sample

2.

INTERVIEW INQUIRY

Tools And Equipment And One Use For Each:

Rain gauge	Collects and measures rain
Metal stakes	To mark plots
Field guides	To identify plants and animals
Camera	To take pictures

Average Salary:

$12,000 yearly - has Master's degree

Chances For Advancement:

Since the company is small, there is little chance for advancement. One could advance if willing to change jobs within the field.

On-The-Job Use Of Reading And Math Skills:

Reading: Important for research

Math: Important when collecting data and computing statistics for Impact Studies

Job Demand:

A person with the educational requirements and with some experience should find a job easily through either the government or private businesses or corporations.

INTERVIEW INQUIRY

DIRECTIONS: The questions you ask during your interview assignment will be identical to those you researched for the Resource Inquiry. But some of the information you gather during the interview may differ from what you've read. After reading about and listening to someone talk about an occupation, you should have a clear, accurate picture of the type of work you've chosen to learn about. Fill in the spaces below during or directly following your interview.

Name Of Worker: _____

Occupation: _____ **Interview Date:** _____

Work Site Address: _____

_____

Average Hours Worked: _____

On-The-Job Tasks Performed:

_____

_____

_____

Work Site Description:

_____

_____

_____

Training Places And One Skill Learned At Each Place:

_____ _____

_____ _____

_____ _____

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2.

INTERVIEW INQUIRY

Tools And Equipment And One Use For Each:

Average Salary:

Chances For Advancement:

On-The-Job Use Of Reading And Math Skills:

Reading:

Math:

Job Demand:

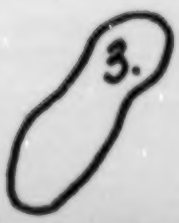
WORK SITE INTERVIEW

Step 3

REACTION REPORT

Your Reaction Report is a record of your personal reactions to the occupation you've just learned about. Filling out the report will help you see whether you are well suited for this type of work.

As soon as you come back from your interview, read the sample Reaction Report on the next page. Then fill out your own Reaction Report.



Sample

REACTION REPORT

3.

Occupation: Ecologist

A skill of mine that might help me do this type of work is

Rock climbing, tree and wild flower identification.

A value of mine that makes me well suited for this type of work is

Concern for the environment.

One value that can easily be put into action by doing this sort of work is

Making sure that the environment is kept in an ecological balance.

Circle one:

(I would) would not enjoy doing this type of work.

Explain your answer: Since I enjoy and do well academically in science, and I have a great interest in the outdoors, I think I would enjoy this type of work.

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REACTION REPORT

3.

Occupation: _____

A skill of mine that might help me do this type of work is

_____

A value of mine that makes me well suited for this type of work is

_____

One value that can easily be put into action by doing this kind of work is

_____

Circle one:

I would would not enjoy doing this type of work.

Explain your answer: _____

_____

_____

WORK SITE INTERVIEW

Step 4

FACT REPORT

Notice the six different ways in which occupational information is presented in Occupational Resources. There are fact sheets, cartoons, stories, poems, and interviews. Now choose one of these formats (or think up one of your own) and use the Mission Information Fact Report to record the facts you've learned by reading and interviewing a worker.

Use your Resource and Interview Inquiries as guides, and include as much information as possible in your Fact Report. Add paper if you need it.

Take a look at the sample Fact Report on the next page before you begin.

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4.

Sample

FACT REPORT

4.

Choose one method: Poem, Story, Interview, Cartoon, (Fact Sheet), Shadow Report, Other

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Ecologist

Hours: Approx. 9-5, five days a week, weekend and week day evenings sometimes required.

On-The-Job Tasks: Hiking and surveying land, reading maps, identifying plants, animals, and minerals, writing reports, researching

Work Places: Out doors (in fields, woods, marshes, etc.)
Indoors (offices, toxicology labs, and libraries)

Training Places, And One Skill Learned At Each Place:
High School: General science background
College: Science courses and laboratory experience
Graduate School } Writing reports (Environmental
Internships } Impact Studies)
On-The-Job: Learning to use specialized equipment

Tools And Equipment, And One Use For Each:
Rain gauge: collects and measures rain
Metal stakes marks plots
Field guides identifies plants and animals
Camera takes pictures
Increment corer: tells tree's age

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Sample

Average Salary: $10,000 - 17,000 yearly

4.

Chances for Advancement: Determined by amount of education, experience and place you work. Jobs include: field work ecologist, researcher, and professor

On-The-Job Use of Reading and Math Skills
Reading: research
Math: reading graphs, writing surveys, understanding and compiling statistics

Job Demand: Available jobs for those with education and experience, through public and private firms.

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4.

FACT REPORT

Choose one Method: Poem, Story, Interview, Pictograph, Fact Sheet, Shadow Report, Other

_____

_____

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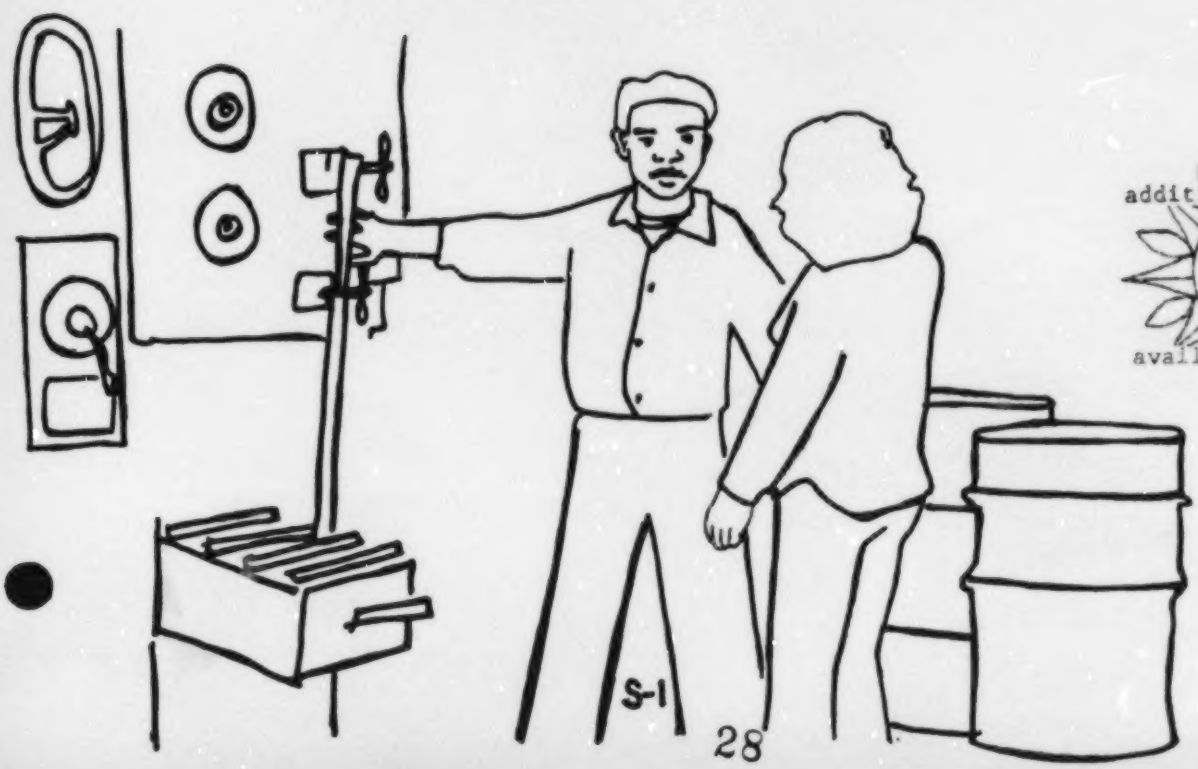
Mission #2

SHADOWING COMMUNITY WORKERS

You will be visiting a work site in your community. While you are there, you'll find out about a worker's:

1. On-the-job skills and tasks.
2. Tools and equipment.
3. Training places.
4. Work places: advantages and hazards.
5. Average working hours.
6. Average salary.
7. Chances for advancement.
8. On-the-job use of reading and math skills.



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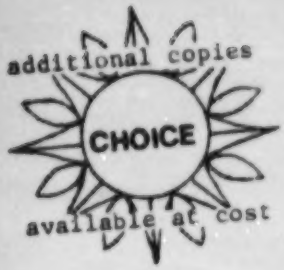
S-1



Step 1

RESOURCE INQUIRY

You'll find out about these things by asking questions and by "shadowing," or observing, a worker so that you can see what this worker does on the job.

You'll be taking notes and you may use a tape recorder, but this is more than an interview. This is a chance to get a good LOOK at on-the-job ACTIONS.

Look at the sample Shadow Reports in the Occupational Resources unit of this workbook on pages 49-56 and 82-87. Note how the "shadow" asks questions, and note what the "shadow" learns by watching.

Before going to a community work place, you must be prepared. You and your tutor should complete the Resource Inquiry together. The Resource Inquiry records what you find out about an occupation before you "shadow." Three types of resources can help you find out what you need to know. Read books, pamphlets, and magazines about the occupation. Talk to people you know who have experienced this type of work, and recall your own personal experiences that may be related to this job. Write this information in the Resource Inquiry and make sure you read it over before you go on your "shadow" assignment.

Look at the sample on the next 2 pages before you begin filling yours out.

1.

Sample

RESOURCE INQUIRY

p. 1

DIRECTIONS: The Resource Inquiry outline is two pages long. The topics you'll be learning about are listed on these pages. When you fill in the information you find, name your information source, including page numbers or chapter headings of reading materials. Show whether your information came from talking with people, by reading, or through your own experiences by writing the letters "P," "R," or "E" at the beginning of each line you fill out.

Occupation: Miner/Laborer

Reading Material(s): | Page numbers:

Occupational Outlook Handbook 583 - 588
Encyclopedia of Careers Vol. I 437 - 448

Skills And Tasks:

(R) Drilling, blasting, mucking, loading, hauling and sorting ore or minerals
(R) Constructing tunnel supports

Work Places And Conditions (including average hours worked, advantages, hazards).

(R) Above and below the ground (P) Hours: 8AM - 4PM
(P) Often poorly lit, sometimes wet tunnels
(P) Advantages: strong union, good pay, some opportunity for advancement Hazards: high rate of work related sickness, and high accident rate

Training Places And One Skill Learned At Each Place:

(R+P) On-the-job training — Drilling, blasting, and constructing operating equipment
(R) High school and college — Knowledge of geology and geography

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Sample

RESOURCE INQUIRY (cont.)

Tools And Equipment And One Use For Each:

(P) Drills and dynamite	to make holes for dynamite, to blast out ore
(P) Tram cars and shovels	to carry and move ore
(P) Head lamp & hat	to make light and to protect head

Average Salary:

$310.00 weekly

Chances For Advancement:

(P) A beginner may start as an assistant laborer. With training and education a laborer may advance to: blaster, foreman, engineer (with college education), and excavator.

On-The-Job Use Of Math And Reading Skills:

Math: Used in underground surveying, determining loads of ore per day, amount of minerals per ton of ore, estimating supplies needed

Reading: To be knowledgeable about safety regulations, job benefits, and union rules

To advance job position: Knowledge of ores, land formations, and maintenance and repair of equipment

Other Special Skills Needed:

Physical strength and endurance

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1.

RESOURCE INQUIRY

p. 1

DIRECTIONS: The Resource Inquiry outline is two pages long. The topics you'll be learning about are listed on these pages. When you fill in the information you find, name your information source, including page numbers or chapter headings of reading materials. Show whether your information came from talking with people, by reading, or through your own experiences by writing the letters "P," "R," or "E" at the beginning of each line you fill out.

Occupation: _____

Reading Material(s):

_____

_____

_____

Skills And Tasks Performed On The Job:

_____

_____

_____

Work Places And Conditions (including average hours worked, advantages, hazards).

_____

_____

_____

_____

Training Places And One Skill Learned At Each Place:

_____ _____

_____ _____

_____ _____

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RESOURCE INQUIRY (cont.)

Tools And Equipment And One Use For Each:

_____ _____

_____ _____

_____ _____

_____ _____

Average Salary:

_____

Chances For Advancement:

_____

_____

_____

On-The-Job Use Of Math And Reading Skills:

Math: _____

_____

Reading: _____

_____

_____

Other Special Skills Needed:

_____

_____

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Step 2

SHADOW INQUIRY

Take your Resource Inquiry with you to the work place. Refer to what you have learned, and find out if your information is accurate. By "shadowing" your worker and asking questions, you should be able to get a clear picture of the occupation. You can fill out your Shadow Inquiry while you "shadow," or after you "shadow." Ask questions and observe carefully so that you can fill in all the spaces.

Now take a look at the sample Shadow Inquiry on the following pages. **Use it as a guide** when you fill **yours** out.

If you have any further questions, your teacher should be able to help you.

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SHADOW INQUIRY

DIRECTIONS: Get the information you need to fill this out by observing your worker-host and asking questions. There is a special section at the end of this "Shadow Inquiry" called "Notes." Use this space to write anything you want about this occupation.

Occupation: Miner/Laborer

Name Of Worker: Jean Satwasky

Date Interviewed: 10/15/81

Skills And Tasks Performed On The Job:

Jean is a mucker. Her job is to remove mud and sand deposits from this lead mine so that ore can be taken out in a purer form.

Work Places And Conditions (Including Advantages And Hazards):

Jean works in sections of the mine that have been blasted. She gets to these areas in steel-topped mantrip cars.

Advantages: strong union, good pay Hazards: job may be injurious to health

Training Places And One Skill Learned At Each Place:

On-the-job training	
1 day "class training"	to learn about the mine
3 days assisting mucker	to learn how to "muck out" sand and mud

Tools And Equipment And One Use For Each:

Special rubber, steel-toed boots	to protect feet
Head lamp	to see in mine
Shovels - both hand and electric	to remove sand and mud
Steel topped mantrip cars	to transport workers

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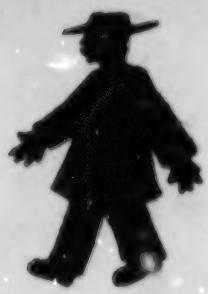

SHADOW INQUIRY (cont.)

Average Salary:

$220.00 weekly - to start

Average Hours:

7:30 AM - 4:00 PM

Chances For Advancement:

With special on-the-job training, Jean could run heavy equipment, blasting, constructing, or manage work crews.

On-The-Job Use Of Math And Reading Skills:

Math: Jean uses simple math to estimate and record amount of "muck" removed daily/wkly. Also important for determining wages after deductions.

Reading: Reads state and federal health and safety regulations, union notices, and general information about the mining industry.

Notes:

Jean has to pass a special medical exam every six months while working.

A mucker is an entry-level position in the mining labor force.

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SHADOW INQUIRY

DIRECTIONS: Get the information you need to fill this out by observing your worker-host and asking questions. There is a special section at the end of this "Shadow Inquiry" called "Notes." Use this space to write anything you want about this occupation.

Occupation: _____

Name Of Worker: _____

Date Interviewed: _____

Skills And Tasks Performed On The Job:

_____

_____

_____

Work Places And Conditions (Including Advantages And Hazards):

_____

_____

_____

_____

Training Places And One Skill Learned At Each Place:

_____ _____

_____ _____

_____ _____

Tools And Equipment And One Use For Each:

_____ _____

_____ _____

_____ _____

_____ _____

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SHADOW INQUIRY (cont.)

Average Salary:

_____

Average Hours:

_____

Chances For Advancement:

_____

_____

_____

On-The-Job Use Of Math And Reading Skills:

Math: _____

_____

Reading: _____

_____

_____

Notes:

_____

_____

_____

_____

_____

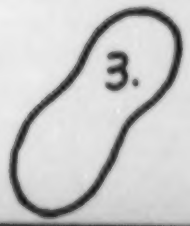
2.

Step 3

REACTION REPORT

The third step in your assignment is the Reaction Report. This report should be completed just after you've "shadowed." The Reaction Report is a record of your personal reactions to the job you have just observed. This report will help you decide whether you are suited for this type of work.

Check the sample Reaction Report on the next page, and then go on to fill out your own Reaction Report.



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REACTION REPORT

Occupation: _____

One employability strength that would help me do this job well:

_____

_____

_____

What job-getting skills would you use to get a job in this occupation?

_____

_____

_____

One experience I've had which would help me do this type of work well is:

_____

_____

_____

_____

_____

Circle One
This job seemed . . . Exciting Interesting Ordinary Dull

Circle One
I would would not enjoy doing this type of work.

Explain Your Answer: _____

_____

_____

_____

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Sample

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REACTION REPORT

Occupation: Miner / Laborer

One employability strength that would help me do this job well:

Being physically fit to shovel sand and mud all day
Being punctual
Understanding my work tasks before beginning my day

What job-getting skills would you use to get a job in this occupation?

Look in newspapers for job listings
Check union headquarters
Go to personnel departments of employers

One experience I've had which would help me do this type of work well is:

My uncle works in mines outside of Pittsburg, so I wrote him for information about the mining industry.

Circle one:
This job seemed... Exciting (Interesting) Ordinary Dull

Circle one:

I would (would not) enjoy doing this type of work.

Explain your answer: I don't think I would like working in mines; it seems dangerous and the idea of not seeing any daylight every day does not appeal to me.

3.

SHADOWING COMMUNITY WORKERS

Step 4

FACT REPORT

This step is a big one. You have completed your Resource Inquiry, Shadow Inquiry, and Reaction Report. You should now have a clear picture of the occupation and how you might fit into it. Your next step is to compile all your information into a Fact Report. Look at Occupational Resources and notice the several different ways of presenting the same type of information:

Poem
Story
Interview
Fact Sheet
Shadow Report
Cartoon

Pick one of these ways (or think up one of your own) to record the information you have gathered. Include information about the topics listed on your Inquiry sheets (steps 1 and 2).

Use the sample on the next page to give you some ideas.

Once you have completed your Fact Report, add it to the Occupational Resources Unit of this workbook.

4.

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FACT REPORT

Choose One Method: (Poem) Story Interview Cartoon Fact Sheet Shadow Report Other

WORKING IN THE MINES

A POEM

Since "energy sources" is the big question of our time,
It's coal mines and tunnels I'd like to design.
The training I'll need comes from various places:
Courses in geology and geography can help to locate mineral traces.
But on-the-job training is the required way to learn,
And training, experience and skill determine how much you earn.

Mining keeps you on the earth's surface and down below,
Steel-topped mantrip cars take miners where they need to go.
A miner needs a variety of skills,
Like drilling and blasting to get minerals from the hills.
Tools include dynamite, shovels, and for ore, a tram car.
And a miner who's good can go pretty far.
With education and training, laborers can advance to be engineers;
The mining field offers a variety of careers.

Regardless of what branch you decide to go in,
Math and reading are a good place to begin.
For laborers, the academics aren't heavily required,
But you have to read and write if you want to be hired.

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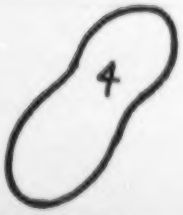
FACT REPORT

Choose One Method:

Poem	Interview	Fact Sheet		
Story	Pictograph	Shadow Report	Other	



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Mission #3

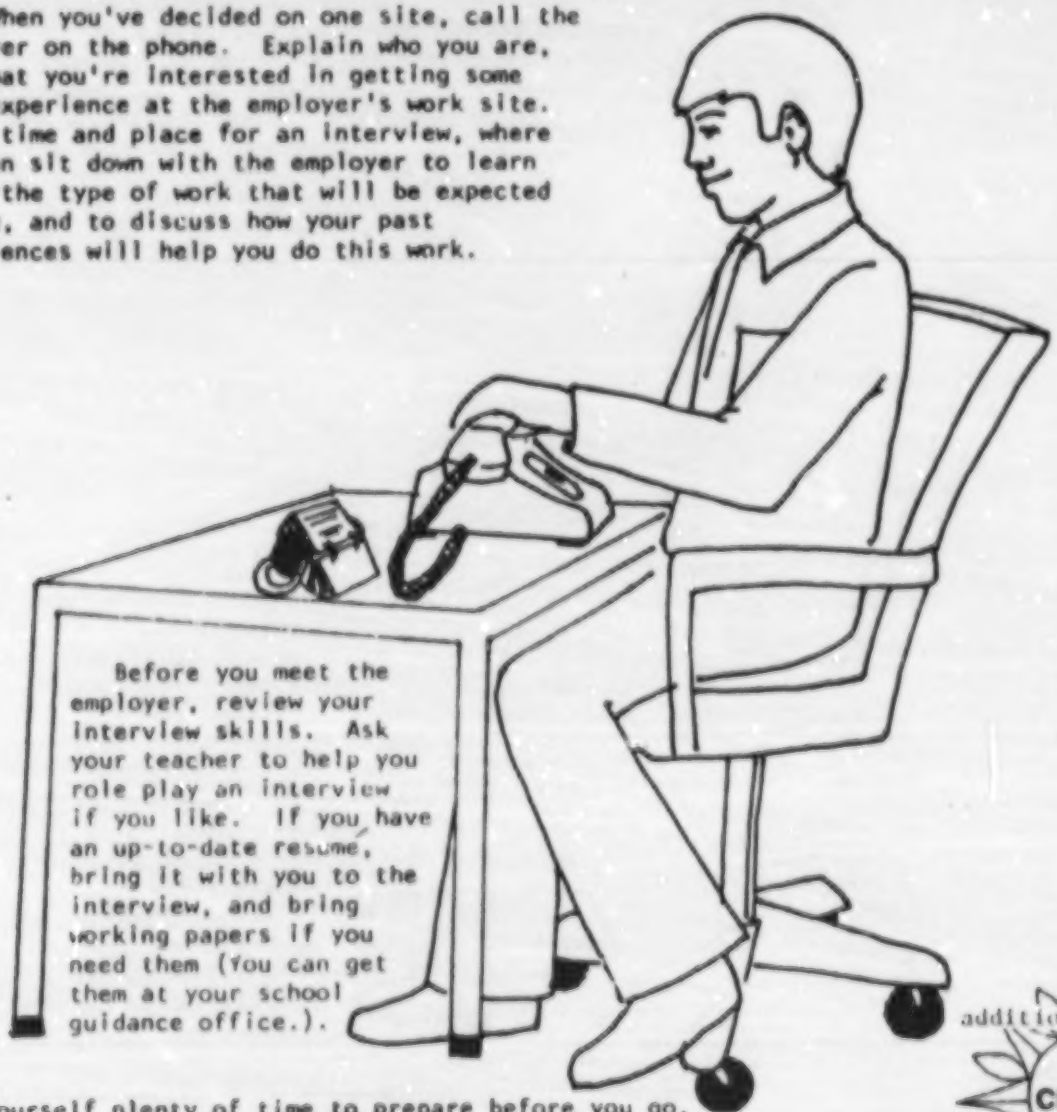
WORK EXPERIENCE PROGRAM

PREPARE YOURSELF

If you have completed interviewing and shadowing assignments in other Mission Information units, you'll be well prepared for this WORK EXPERIENCE PROGRAM. If not, read the WORK SITE INTERVIEW and SHADOWING units in this book to prepare yourself.

Your assignment is to keep a written record of your work experience at a community work site (work place). This work experience will help give you the background you need to get and keep a job, so think about the kind of work that really interests you. Then find out from your teacher which work sites are available in your community. Together, choose several work sites that offer the kind of experience you want.

When you've decided on one site, call the employer on the phone. Explain who you are, and that you're interested in getting some work experience at the employer's work site. Set a time and place for an interview, where you can sit down with the employer to learn about the type of work that will be expected of you, and to discuss how your past experiences will help you do this work.



Before you meet the employer, review your interview skills. Ask your teacher to help you role play an interview if you like. If you have an up-to-date resume, bring it with you to the interview, and bring working papers if you need them (You can get them at your school guidance office.).

Give yourself plenty of time to prepare before you go.

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WORK EXPERIENCE PROGRAM

Step 1

YOUR CONTRACT AND GOAL SHEET
(A) (B)

Before you begin your Work Experience, your teacher and your employer will help you draw up a contract (written agreement). This Contract will describe:

1) when and where you'll be expected to work,
2) what you'll be expected to do on the job, and
3) any special requirements you'll need in order to do your job well.

During the Contract writing session, you will also fill out a Goal Sheet. Together with your teacher and employer, decide on a work goal you'd like to reach. Ask your employer to explain the steps you will need to take to reach your goal.

When your Contract and Goal Sheet have been filled out, all three of you will sign the Contract. This is proof of your work agreement. You will be expected to stick to this agreement.

Your employer will evaluate your work attitude and skills during the Work Experience program. Look at the Employer's Evaluation sheet on page E-13. Use it as a reminder of the types of things you should practice on the job.

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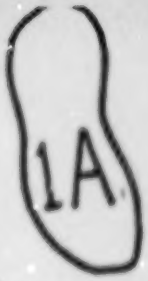


WORK EXPERIENCE CONTRACT

Student's name _____ Home phone # _____

Name of school _____

Teacher's name _____ Work phone # _____

Employer's name _____ Work phone # _____

Name of business _____

- -

Name of position _____

Duration of Work Experience program: from _____ to _____

Weekly time schedule:

Work days	Hours
M	
T	
W	
Th	
F	
S	

Work tasks to be performed / mastered: _____

_____

_____

_____

Requirements and special conditions required at this work place:
(regulations, dress, attendance, forms to be filled out, safety precautions, special vocabulary, etc.)

_____

_____

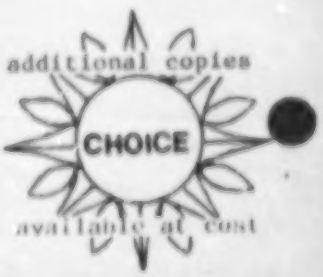
_____

Student's signature _____

Employer's signature _____

Teacher's signature _____

Date: _____



1B

STUDENT GOAL SHEET

STUDENT GOAL: after participating in the WORK EXPERIENCE program for 1 semester I will be able to _____

and use the following tools and equipment effectively and efficiently:

_____

_____

Steps I'll take to reach my goal:

Week # 1 _____

_____

_____

Week # 2 _____

_____

_____

Week # 3 _____

_____

_____

Week # 4 _____

_____

_____

Week # 5 _____

_____

_____

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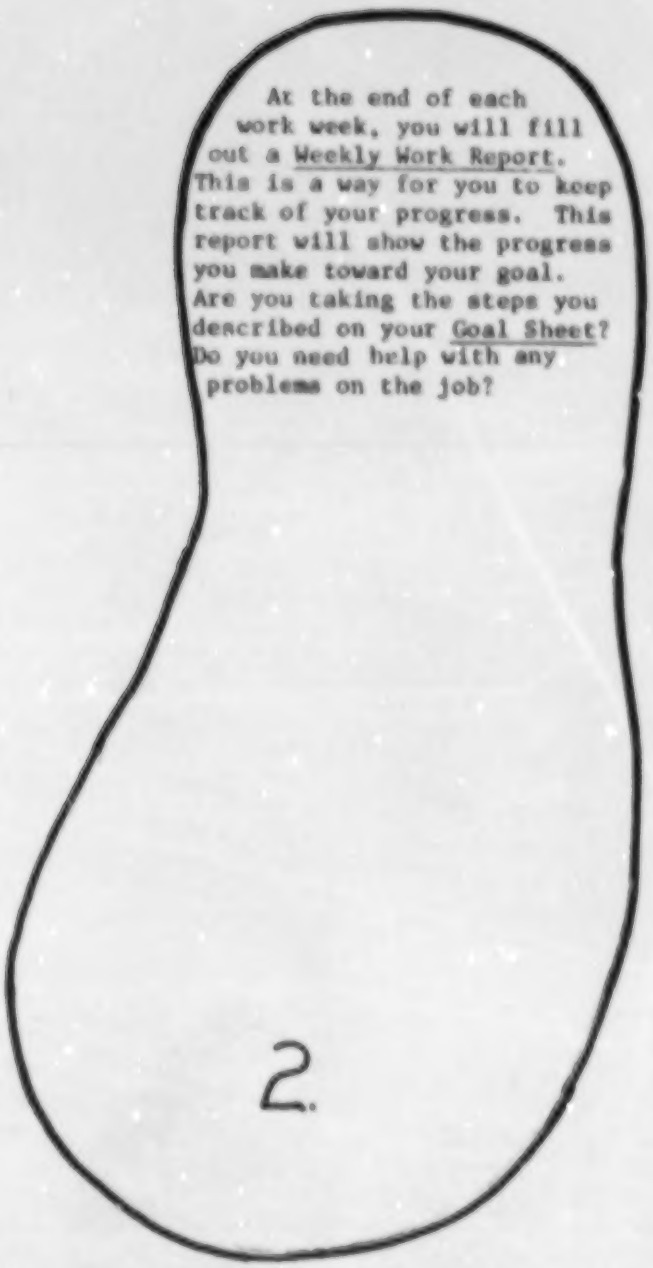
WORK EXPERIENCE PROGRAM

Step 2

WEEKLY WORK REPORT


At the end of each work week, you will fill out a Weekly Work Report. This is a way for you to keep track of your progress. This report will show the progress you make toward your goal. Are you taking the steps you described on your Goal Sheet? Do you need help with any problems on the job?
2.

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2.

WEEKLY WORK REPORT

Date _____

Name _____

Position _____ Hours worked _____

Week # _____

Goal steps described on your Goal Sheet:

_____

_____

_____

Are you taking these steps toward your goal? _____

Explain _____

_____

_____

_____

_____

Do you need help? _____ Are you having any problems? _____

Explain _____

_____

_____

_____

_____

PERSONAL REACTION:

How do you feel about the time you spent at work this week? _____

_____

_____

_____

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Step 3

WORKER'S SUMMARY REPORT

At the end of your Work Experience, you will fill out a Worker's Summary Report. The Worker's Summary Report will "sum up" all of the skills and tasks you have learned, the tools and equipment you have used, and your overall reaction to the job.

Read the sample Worker's Summary Report on pages E-9 and E-10 to get an idea of how to fill out your own. Fill out your Worker's Summary Report during your last day as an employee.

When the report is completed, read it over and discuess it with your teacher and employer. Then take some time to discuss your Employer's Evaluation of your work. Reading and discussing the evaluation and your own summary report will help you prepare for success at other jobs.

3.

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3 SAMPLE

WORKER'S SUMMARY REPORT

p.1

Name of position Telephone Operator Trainee

Date of employment: from 10/1 to 11/7

List skills and tasks performed during employment and tools and equipment used for each:

Skills and Tasks	Tools and Equipment
answer in-coming calls	toll cord board
figure charges for calls	The Bulletin
keep records of calls made	computer cards & pencil

Describe general working conditions:

I worked sitting down at a toll cord board in a clean, well-lighted room. Operator get periodic rest breaks.

List special vocabulary learned on the job:

Words	Meanings
toll cord board	switchboard
Bulletin	directions for completing & figuring charges for calls

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3.

SAMPLE

WORKER'S SUMMARY REPORT

PERSONAL REACTION:

Did you enjoy this Work Experience? yes.

Explain I liked learning at my own pace and being able to practice each skill right after learning about it.

Would you seek employment in this field? yes.

Explain There are many chances for advancement working for the phone company.

What steps would you take in order to advance in this field? Take advantage of the phone company's "Upgraded Training System."

What special personality traits are helpful in this type of work?

1) Being careful and accurate at work. 2) Being on time for work.

What is the most important thing you learned during the Work Experience program?

It is very important to be courteous and polite on the job.

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WORKER'S SUMMARY REPORT

Name of position _____

Date of employment: from _____ to _____

List skills and tasks performed during employment and tools and equipment used for each:

Skills and Tasks	Tools and Equipment

Describe general working conditions:

_____

_____

_____

_____

List special vocabulary learned on the job:

Words	Meanings

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3.

WORKER'S SUMMARY REPORT

PERSONAL REACTION:

Did you enjoy this Work Experience? _____

Explain _____

_____

_____

Would you seek employment in this field? _____

Explain _____

_____

_____

What steps would you take in order to advance in this field? _____

_____

_____

What special personality traits are helpful in this type of work?

_____

_____

What is the most important thing you learned during the Work Experience program?

_____

_____

_____

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EMPLOYER'S EVALUATION
(Student Employee)

Employer's name _____

Student's name _____

Teacher's name _____

PLEASE CHECK ONE:

Student:	Always	Sometimes	Never
Was punctual and attended regularly			
Was willing to learn new skills			
Was able to follow instructions			
Produced enough work (quantity)			
Produced good work (quality)			
Showed an ability to get along with others			
Performed routine tasks promptly, without being reminded			
Accepted criticism and suggestions well			
Changed behavior in response to criticism and suggestions			
Dressed appropriately for work			
Kept work station neat			

Comments _____

_____

_____

_____

If you had a permanent job opening, would you consider hiring this student?_____

Explain _____

_____

_____

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EMPLOYER'S EVALUATION

(Work Experience Program)

Name _____ Work phone # _____

Business name and address _____

_____

_____

- -

Date of Work Experience program: from _____ to _____

I found the length of the program: ☐ too long ☐ just right ☐ not long enough

- -

How often were you visited by the supervising teacher? _____

I found the number of visits to be: ☐ too many ☐ just right ☐ not enough

- -

Comments or suggestions for the Work Experience program: (continue on back of page)

_____

_____

_____

_____

_____

If we can act on your suggestions, would you be willing to continue in the Work Experience Program as a Sponsor?

_____

_____

Please list the names of other employers who might be interested in participating in the Work Experience program.

EMPLOYER	TYPE OF BUSINESS	PHONE #
_____	_____	_____
_____	_____	_____
_____	_____	_____